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AUTHOR MacVean, Donald S.
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ABSTRACT

Designed to determine to what extent the Educational Resources Information Center (ERIC) products and services are utilized by certified school personnel, this study found that, on the average, 25.1% of the teachers, librarians, counselors, and administrators in three educational service regions in west central Illinois have used Resources in Education, Current Index to Journals in Education, computer searching, and/or ERIC documents. A questionnaire was sent to 2,157 individuals, and the data are based on the 702 usable responses received (a return rate of 33%). Analyses of the data also indicated that: (1) most of the use occurred while respondents were graduate students; (2) respondents used ERIC materials to improve educational practices and for personal research; (3) when job assignment was related to use of ERIC, counselors, administrators, and librarians reported a higher percentage of use than classroom teachers; (4) years of service were generally inversely related to the use of ERIC products; and (5) with one exception, the higher the degree held, the more the individual had used ERIC and performed online database searching. A brief review of the related literature provides additional insight into the degree to which ERIC is used and recognized among school personnel, and some ways to increase awareness of ERIC among school personnel are suggested. A copy of the questionnaire is appended and nine references are listed. (CGD)

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Use of ERIC Materials by Certified School Personnel in Three Educational Service Regions in West Central Illionis

Donald S. MacVean

Western Illinois University

Macomb, Illinois 61455

1987

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Abstract

A questionnaire regarding use of ERIC products and services was sent to each of the 2,157 certified school personnel in three Educational Service Regions in west central Illinois. Seven hundred twenty-one were returned of which 702 were usable for a percentage of 33. Use of the various parts of ERIC (RIE, CIJE, computer search, and ED reports) varied from 18.23 to 29.34 per cent for an average of 25.1. Most of the use occurred while respondents were graduate students, triple that when undergraduates, 31.4 per cent as opposed to 10.3 per cent. 7.9 per cent had used ERIC to improve educational practice and 4.1 per cent for personal research. When use of ERIC materials was related to job assignment, classroom teachers, by far the largest group numerically, ranked fourth in terms of percentage of use, following counselors, administrators, and librarians. Years of service were inversely related to the use of ERIC except for those with 0-10 years of service opposed to those with 11-20 years, the leading group. With one exception, the higher the degree held, the more the person had used ERIC and had done a computer search of the ERIC data base. ERIC products were used at 3 different sites but 67.6 per cent used them at Western Illinois University. All but two respondents found things at least some of the time that met their needs and interests.

Related studies showed that from 25-35 per cent of teachers had used ERIC at some time so this study was quite typical in this respect. The literature sources suggest that the other two-thirds to three-fourths of the inservice school personnel are unaware of the existence of ERIC, that they are largely isolated from information sources, see no need to seek them, and lack the time and motivation to do so. The author suggests that in the case of ERIC additional obstacles to use by inservice teachers are lack of access, difficulty of retrieval, and financial cost.

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Introduction

The University Library of Western Illinois University is a charter subscriber to ERIC materials, the publication of which began in 1966. The writer has known of the existence and purpose of this collection from the beginning and for the past twelve years actively engaged in assisting students in using the several indexes and doing online searches for them. One of the purposes of the ERIC system is to diffuse the ideas contained in publications other than the traditional professional books and journals throughout the educational community, particularly to teachers in elementary and high schools. Questions often coming to the writer's mind were "to what extent has this been achieved?"; "how many of the teachers and administrators in this region (West Central Illinois) have used or are using ERIC materials?" Lack of answers to these questions furnished the impetus for this study.

A point of secondary interest was to learn how many of the school personnel in the region had used ERIC materials at this library. No local statistics were available (except for online searches) and since not all the materials are in one place, one person's observation would cover only a small part of actual use. This was of interest because the library has invested a great deal of money in the purchase, storage, and servicing of the collections, and such costs will continue indefinitely.

Procedure

All data were gathered via a questionnaire. It was designed to reveal which ERIC materials were used, the purpose of use, whether or not ERIC reports were purchased, at what locations materials were used, degree of satisfaction with results, the job assignment of user, length of professional service, highest degree held, and place of employment. (See Appendix 1 for a copy of the questionnaire.)

The state of Illinois is divided into fifty-seven Educational Service Regions each of which contains from one to six counties. The counties in turn are divided into varying numbers of school districts. The original intention had been to include in the survey the local Educational Service Region (Hancock/McDonough) and all contiguous service regions. This would have been five in all with a total of more than 6,000 certified personnel. The cost of such a mailing could not be afforded, so, rather than resort to a sample, it was decided to limit the number of regions to three. The three service regions selected (Knox, Hancock/McDonough, and Mercer/Warren/Henderson) were those for which current directories of personnel were immediately available. (See p.2.) The three regions are comprised of six counties, thirty districts, seven private schools, and one special education service unit. It is not claimed that the three chosen are typical of the five nor of any other educational service regions of the state.

Questionnaires were mailed to 2,157 certified personnel listed in the three directories along with self-addressed,

MAP 1

ILLINOIS COUNTIES

2

postage paid envelopes for the return mailing. When given, the home address was used in the belief the delivery to the proper person was more certain. For personnel in some districts, however, only school addresses were given. Apparently there was no loss in either case since no mailings were returned for lack of proper address.

Responses

Of the 2,157 questionnaires mailed, 721 were returned. Nineteen were incomplete in that the school location or district number was not given. These questionnaires were excluded from the summary. Thus, of the 2,157 sent, 702 usable forms were returned for a percentage of 33. (See Table 1 for a summary.) A return of 60-80 per cent had been hoped for, but this was quite unrealistic when compared with the return rate of this university's Office of Research which has done numerous surveys. Here the return has varied from 20 to 30 per cent.

Positive responses to the questions were as follows:

1a. Have used *Resources in Education* (RIE): 184 or 26.21 per cent.

1b. Have used *Current Index to Journals in Education* (CIJE): 206 or 29.34 per cent.

1c. Have done an online or computer search of the ERIC data base: 128 or 18.23 per cent.

2. Have used ERIC reports found in RIE or periodical articles located through CIJE: 189 or 26.92 per cent.

3a. Have used ERIC materials as an undergraduate student: 73 or 10.39 per cent.

TABLE 1

RESPONSES TO QUESTIONNAIRE
DIVIDED BY EDUCATIONAL SERVICE REGION
AND SCHOOL DISTRICT

REGION 26	*Hancock - McDonough Educational Service Region*	*Number Sent*	*QUESTIONNAIRE Number Returned*	*Percentage Returned*
District 316	Warsaw	43	9	8%
District 319	Plymouth	21	11	52%
District 325	Nauvoo-Colusa	35	18	51%
District 328	Hamilton	60	21	35%
District 335	LaHarpe	43	14	33%
District 336	Dallas City	40	14	35%
District 337	Southeastern	39	16	41%
District 338	Hancock Central	59	13	22%
District 165	Industry	28	5	18%
District 170	Bushnell-Prairie City	78	21	27%
District 175	Northwestern	44	13	30%
District 180	Colchester	52	17	33%
District 185	Macomb	155	70	45%
WCISEC	Macomb	25	11	44$
St. Paul's	Macomb	10	5	50%
St. Mary"s	Nauvoo	17	3	17.6%
	Sub-Total	**749**	**260**	**34.71%**

TABLE 1 — Continued

REGION 27 *Henderson-Mercer-Warren Educational Service Region*	*Number Sent*	*QUESTIONNAIRE Number Returned*	*Percentage Returned*
District 115 Union	65	18	28%
District 120 Southern	41	13	31.7%
District 200 Sherrard	90	28	31.1%
District 201 Aledo	82	24	29.3%
District 202 Winola	44	13	30%
District 203 Westmer	51	21	41%
District 38 Monmouth	122	56	46%
District 200 Roseville	37	17	46%
District 222 Warren County	37	12	32.4%
District 225 Yorkwood	34	11	32.4%
District 400 Alexis	33	10	30.3%
Warren Achievement School (Monmouth)	13	1	7%
Immaculate Conception School (Monmouth)	9	2	22.2%
Prairie-View 7th-Day Adventist Education (Monmouth)	1	0	0%
Sub-Total	**659**	**226**	**34%**

TABLE 1 — Continued

REGION 33	*Knox Educational Service Region*	*QUESTIONNAIRE* *Number Sent*	*Number Returned*	*Percentage Returned*
District 202	Knoxville	88	25	28.4%
District 205	Galesburg	449	133	29.6%
District 207	Yates City	17	7	41.2%
District 208	R.O.V.A.	63	20	32%
District 210	Williamsfield	29	10	34.5%
District 217	Abingdon	74	21	28.4%
Costa Catholic School (Galesburg)		29	0	0%
	Sub-Total	**749**	**216**	**29%**
	GRAND TOTAL	**2157**	**702**	**33%**

3b. Have used ERIC materials as a graduate student: 221 or 31.48 per cent.

3c. Have used ERIC materials to improve educational practice (not course related): 56 or 7.9 per cent.

3d. Have used ERIC materials for personal research (not job or course related): 29 or 4.1 per cent.

4. Have purchased ERIC reports: 71 or 10.1 per cent.

5. Locations at which ERIC indexes or reports have been used:

ERIC DEPOSITORIES USED

1	Augustana College	2
2	Bowling Green State University	1
3	Bradley University	8
4	Carl Sandburg College	9
5	Eastern Illinois University	4
6	Evanston	1
7	Galesburg Public Library	1
8	Graceland College	1
9	Illinois State University	16
10	Illinois Department of Education	4
11	Illinois Wesleyan University	1
12	Indiana University	2
13	Knox College	1
14	Michigan State University	1
15	Monmouth College	4
16	NMSU	2
17	Northern Illinois University	2
18	Quad City Public Library	3
19	St. Ambrose College	1
20	Sangamon State University	3
21	Southern Illinois University	3
22	University of Arizona	1
23	University of Illinois	7
24	University of Iowa	1
25	University of Northern Iowa	1
26	University of Kentucky	1
27	University of Sarasota	1
28	University of South Carolina	1
29	University of Wisconsin	1
30	Western Illinois University	184
	TOTAL	**272**

6. Articles or reports were found that met needs and interests:

Always:	53
Often:	122
Sometimes:	70
Never:	2

7. Present job assignment or position of respondents (some persons had multiple assignments):

Classroom Teacher:	591 or	84.2	per cent
Counselor:	29 or	4.1	per cent
Coach:	73 or	10.4	per cent
Music Director:	24 or	3.4	per cent
Administration:	63 or	8.9	per cent
Speech and Hearing Therapist:	12 or	1.7	per cent
Librarian:	22 or	3.1	per cent
Psychologist:	5 or	.007	per cent
Audio-Visual:	6 or	.008	per cent
TOTAL	**825**		

8. Years served in professional education*:

0-10	*11-20*	*21-39*	*31-above*
34.73%	42.94%	19.3%	3.02%

*There were 8 blanks that indicated no years of experience. 694 was the total used for calculating percentages

9. Highest degree held:

Bachelor's	*Master's*	*Ed. Specialist*	*Doctorate*	*RN*
55.54%	41.09%	1.87%	1.00%	.005%

In addition to what the above summary reveals, interesting insights were gained by applying Boolean logic or combining responses to two or more questions. This was done in order to show how job assignment, years of service, and degree level attained related to use of ERIC resources and doing online or computer searches of the ERIC data base. The results are shown in the tables below.

TABLE 2

RELATIONSHIP BETWEEN JOB ASSIGNMENT AND USE OF ERIC MATERIALS AND HAVING DONE ONLINE OR COMPUTER SEARCHES OF THE ERIC DATA BASE

Job Assignment	*Number*	*Used ERIC Reports or Periodicals*		*Had Done Online or Computer Searches*	
Classroom Teacher:	591	147	24.8%	95	16.0%
Counselor:	29	15	51.7%	13	44.8%
Coach:	73	13	17.8%	10	13.6%
Music Director:	24	2	8.3%	1	4.1%
Administration:	63	31	49.2%	25	39.6%
Speech and Hearing Therapist:	12	3	25.0%	1	8.3%
Librarian:	22	7	31.8%	4	18.1%
Psychologist:	5	2	4.0%	1	20.0%
Audio-Visual:	6	3	50.0%	0	0.00%
TOTAL	**825**	**223**		**150**	

TABLE 3

RELATIONSHIP BETWEEN YEARS OF EXPERIENCE AND USE OF ERIC MATERIALS AND HAVING DONE ONLINE COMPUTER SEARCHES OF THE ERIC DATA BASE

Years of Service	*Number*	*Percentage*	*Used ERIC Reports or Periodicals*	*Percentage*	*Having done Online or Computer Searches*	*Percentage*
0-10	241	34.73%	53	28.8%	36	29.51%
11-20	290	41.79%	92	50.0%	64	52.46%
21-30	134	19.31%	31	16.85%	19	15.57%
31-above	21	.03%	2	.011%	3	.025%

TABLE 4

RELATIONSHIP BETWEEN DEGREE LEVEL OBTAINED AND USE OF ERIC MATERIALS AND HAVING DONE ONLINE COMPUTER SEARCHES OF THE ERIC DATA BASE

Highest Degree Held	*Number*	*Percentage*	*Used ERIC Reports or Periodicals*	*Percentage*	*Having done Online or Computer Searches*	*Percentage*
Bachelor's	386	55.4%	60	15.54%	36	9.33%
Master's	285	41.00%	113	29.65%	82	28.72%
Ed.S.	13	1.87%	6	46.15%	6	46.15%
Doctorate	7	1.00%	6	85.71%	3	42.86%

Related Literature

Numerous studies of ERIC products have been done. A broad and comprehensive one, completed in 1972, was directed by Bernard Fry. (1) The data were collected by questionnaires submitted to individual users, personnel serving in organizations holding the collections, and individual and institutional subscribers to the ERIC indexes. Site visits were also made. The fact that the study was completed in 1972 suggests that the amount and pattern of use may well be quite different at this time. Significant findings were:

1. ERIC publications were used mainly for current awareness, research projects, term papers, and curriculum development. (1:26)
2. Graduate students and teachers were the most frequent users of ERIC materials. (1:27)
3. The typical ERIC user was a female graduate student or teacher about thirty years old with a master's degree. (1:27)

Magisos reported in 1972 that most practitioners at the local level are unware of ERIC and that ERIC publications are not available to them. (2:11)

In a study completed in 1980 by Contemporary Associates, Inc., it was reported that undergraduate students accounted for 62 per cent of the users of ERIC materials; teachers, 21 per cent; school administrators, 11 per cent; and others, 6 per cent. (3:9)

In another extensive study, published in 1981, Heinmiller gave the following summary of use:

1. The two groups accounting for the most annual usages of ERIC resources are students at colleges and universities and persons whose primary responsibility is teaching, training, or counseling. These two groups account for 34.4 per cent and 29 per cent, respectively, of annual ERIC usages.

2. Persons employed by or primarily affiliated with colleges and universities account for 45.6 per cent of annual ERIC usages, while employees of local school district offices and elementary and secondary schools account for 24.8 per cent of annual ERIC usages. SEA personnel account for slightly more than 9 per cent of annual ERIC usages.

3. Sampling from a universe of 1.8 million persons in the educational community in the United States, study data indicated that 33.2 per cent of these persons have used ERIC resources. More than 80 per cent of those who have used ERIC are employed at the elementary or secondary school level.

4. The three most frequent uses of ERIC information are for research, for school improvement, and to support academic study. (4:3)

In yet another broad survey completed in 1981 and directed by Dennis McDonald, a sample of 1,000 was chosen from a base figure of 1,800,600 referred to as the "U.S. Education Population," made up of practitioners (teachers), administrators, and academics and consultants. Of the 1,000 persons, 24.8 per cent reported having used ERIC microfiche, 19.5 per cent had used *Resources in Education* (RIE), 22.2 per cent had used *Current Index to Journals in Education* (CIJE), and 11.1 per cent had done an ERIC computer search. (5:108) Most disturbing was the fact that for the same products or services percentages of persons not aware of their existence were 62.6, 67, 68.2, and 72.1, respectively. (5:108)

There was also an inverse relationship between age and the use of ERIC materials. Of the persons under 35, 40.1 per cent

had used them, whereas of those 55 and over, only 14.7 per cent had done so. (5:113) Contrariwise, the higher the degree level of the person, the more apt the person was to have used ERIC. Eighty-seven and eight-tenths per cent of those with doctorates had done so while of the persons holding only a bachelor's, 14.8 per cent had ever used ERIC. (5:113)

When use of ERIC was related to job assignment, it was found that persons involved in research led far and away, scoring 100 per cent. Librarians were second with 76.5 per cent, administrators and supervisors third with 52 per cent, students with 32.9 per cent, fourth, and last, teachers and counselors with 28.1 per cent. (5:115)

As for the purposes in using ERIC, 48.5 per cent said it was to support their classwork as a student, 34.1 per cent for personal research, 16.7 per cent for administration or evaluation, and 15.6 per cent for support of their classroom teaching. (5:119)

As for the source of ERIC materials 76.5 per cent used a library and 13.5 per cent got them from an ERIC clearing-house or the ERIC Document Reproduction Service (EDRS). (5:120)

The above mentioned studies do not provide a precise profile of ERIC use or the ERIC user, but there are similarities between them and this survey. It is clear that the main users are college students and inservice teachers, but there is some disagreement as to whether the students are undergraduates or graduates. There was general agreement, however, that the main purposes of use were for term papers, research and improved job performance. Two writers commented on the lack of awareness of ERIC publications on the part of members of the educational

community. One said that "most" were unaware of their existence (2:1) and the other reported that for the four parts of ERIC (RIE, CIJE, microfiche, and online access) that 67.4 per cent lacked awareness. (5:108) It seems safe to say on the basis of these studies, including the present one, that only 25 to 35 per cent of the inservice teachers use or have used ERIC materials.

Assumptions Regarding Non-Respondents

As mentioned earlier, only 33 per cent of the questionnaires were returned. It would be easy to assume that the non-respondents were non-users of ERIC products and to base all calculations on the total number of questionnaires sent. In fact, in questioning ten different persons, including several included in the survey, all said they would assume that such persons were non-users. No such assumption is made, however, for lack of certainty. The writer has known persons who will not answer any kind of questionnaire for any reason. Accordingly, all statistics are based on the 702 usable forms returned and the non-respondents are simply ignored.

Summary

Use of the various ERIC products or services varied from 18.23 to 29.34 per cent for an average of 25.1. Use by graduate students was almost triple that by undergraduates, 31.48 per cent compared to 10.39 per cent, presumably to complete class assignments. Low, but significant, percentages of the respondents used ERIC materials to improve educational practices

(7.9 per cent) and for personal research (4.1 per cent). ERIC products were used at thirty different sites but, as expected, 184 or 67.6 per cent used them at this institution. All but two respondents found things at least some of the time that met their needs and interests.

It has been noted that the largest number of respondents were classroom teachers, 84.2 per cent in fact. When, however, job assignment is related to use of ERIC products or services (Table 2), this group, although the largest in number, rated fourth in terms of percentage of use of both the printed materials and having done an ERIC computer search. Counselors — only 29 in number — led all groups in both respects. Years of service were inversely related to the use of ERIC products (Table 3) except for those with 0-10 years opposed to those with 11-20 years, the leading group. Use was much lower for those with 21-30 and minimal for those persons with more than 30 years. Probably those with 11-20 years are now doing or have recently completed their graduate work. This would correspond to the higher rate of use reported in Table 3 above. Persons with 31 or more years reported the lowest use. They probably are persons whose professional education was to a large extent completed before ERIC was available. With one minor exception, the higher the degree held, the more the person had used ERIC and had done an online computer search (Table 4).

Conclusions and Recommendations

Fry describes ERIC as "a national education information system ... whose overall goal is to furnish ready access to the nation's current significant knowledge that can be used in developing more effective educational programs... ." (1:1) Now in its 21st year of existence, the total collection of reports and journal articles exceeds 500,000 records. Most books, government publications and foreign literature are excluded since they are available through conventional channels, but a large component, particularly those titles in the report (ED) section (indexed and abstracted in *Resources in Education* (RIE)), offer a vast number of important documents, few of which are available in any other source. But, as shown earlier in this study and the others cited, only about 25 to 30 per cent of the educational community have used ERIC, and probably two-thirds are not aware of its existence. So, unquestionably, a major conclusion of this study must be that ERIC is a vastly underutilized resource.

Why should this be so? Files reports on a study done in Great Britain which found that, in the case of teachers, they are largely isolated from information sources. They use the popular and informal literature but not the literature of education or educational research and see no need to do so. (6:34-35) The same writer cites a study done in Massachusetts a conclusion of which was that "many educators lack the time, competency, and motivation to conduct a literature search in order to deal with practical problems." (6:37) Likewise, Bandes reported ... "that teachers exhibited a wide range of reading habits in relation to both quantity and type of material, with most teachers clustered

at the low end of the quantity continuum." (7:7706-07)

In addition to the deficiencies in information style of educators just mentioned, the writer would add the following problems: lack of access, difficulty of retrieval, and financial cost. All are especially pertinent to the ERIC collections and services. In the six counties contained in the three Educational Service Regions upon which this survey is based, there is one community college, two liberal arts colleges, and one university. The three colleges are small and the university is of only medium size. Only the latter has a complete collection of ERIC materials as well as online access as shown in the *Directory of ERIC Information Service Providers.* (8:18-21) Thus, only the personnel in the Macomb District #185 have close and easy access to a complete ERIC collection. It should be added that teachers in Mercer County would be closer to Augustana College in Rock Island than to Western Illinois University in Macomb. Augustana does offer online service but it lacks the Microfiche (ED) collection. The same is true of Carl Sandburg College and Knox College, both located in Galesburg.

As for difficulty of retrieval, ERIC is one of many separate, special collections found in libraries most of which have unique features of organization, and users need orientation to them. ERIC is no exception. A full hour is needed to describe the content and organization of the indexes and to demonstrate an online computer search.

It would be ideal for each school district to have its own collection of ERIC materials including the microfiche (ED) reports, the indexes (RIE and CIJE), an electronc terminal and a contract with an online vendor for performing computer searches,

and a respectable number of journals indexed in CIJE. But any such recommendation is unrealistic in view of the cost. Start-up costs would approach $50,000, and annual charges would be a minimum of $5,000 for non-personnel items alone. Fewer than fifty local school systems in the United States do this at present, and it is doubted that this number will increase very much.

There are several things that should be done, however, to increase awareness and use of ERIC at the institutions where teachers are educated. First, the university faculty, particularly the College of Education faculty, must be made more aware of the nature and purpose of ERIC and college library resources generally. In the local instance (Western Illinois University) observation and records of online searches show that only a small part — no more than ten per cent — of either the total faculty or College of Education faculty use ERIC products or services. Book circulations also reveal that of the nine departments or units of faculty in the College of Education, when ranked with other university departments and units, only one is in the upper third and the remaining eight are in the lower third. (9:6-7) It is believed, however, that if the faculty members were more knowledgeable of ERIC, that students would use it more. The College of Education faculty, totaling 82, is largely middle-aged and mostly tenured, and the impetus to study and publish is largely lacking. To become more knowledgeable of ERIC would require frequent visits to the library, something not done at present. Such a requirement probably would be viewed as an unpleasant intrusion on their daily routine, in which they are quite firmly entrenched, and would bring back unpleasant memories

of the drudgery associated with their graduate work. So, this writer is not very hopeful of getting greater use of ERIC or other library resources by the College of Education faculty.

Second, students should be introduced to ERIC while undergraduates. As shown on page 3, only 10.39 per cent of the respondents said they had used ERIC materials at this level. Observation confirms this, and it may be related to the point just made about low faculty use. For the most part, students use library materials only to the extent they are required to, and apparently that requirement is not great in teacher education at the undergraduate level. Again, this is a dilemma that begs a solution. This writer offers none because he knows how difficult it is to change faculty teaching methods.

A recent development in technology may make ERIC available at a lower cost. It is now available in CD ROM, which should reduce the overall cost considerably. There will continue to be an annual fee but no online or print charges apply, so if a large number of searches are performed each year, the cost per search should be much lower. The search procedure with CD ROM is also simpler which will permit patrons to do their own searches. This development may remove two of the obstacles to greater use of ERIC: retrieval difficulties and cost. It will be applicable, however, only in locations where a fairly large population is served.

Questionnaire on Use of ERIC Materials by Certified School Personnel in Selected Educational Service Regions in West Central Illinois

(For a brief description of ERIC, see attached sheet)

1. Have you ever used either of the following indexes to ERIC materials?

   a. Resources in Education (RIE)?

   _____ yes _____no

   b. Current Index to Journals in Education (CIJE)?

   _____ yes _____no

   c. Have you ever had done an "online" or computer search of ERIC materials?

   _____ yes _____no

2. Have you ever used ERIC reports (usually available in microfiche) found in RIE or periodical articles located by use of CIJE?

   _____ yes _____no

If all of the above answers are <u>no</u>, please skip to question 7 .

3. If your answers to any part of 1 or 2 are "yes", please check as many parts below which describe when and for what purpose(s) you used ERIC materials:

   a. _____ as an undergraduate student.
   b. _____ as a graduate student.
   c. _____ to improve educational practices (not course related).
   d. _____ for personal research (not job or course related).
   e. _____ other. Please specify. _____.

4. Have you ever purchased ERIC reports?

   _____ yes _____no

5. At what location(s) have you used ERIC reports or indexes?

   _____

6. How often were you able to find articles or reports in the ERIC collection that met your needs and interests (check the appropriate response)

   _____Always _____Often _____Sometimes _____Never

7. Your present job assignment or position is (check as many as apply):

_____a. Classroom Teacher
_____b. Counselor
_____c. Coach
_____d. Music Director
_____e. Administration
_____f. Speech and Hearing Therapist
_____g. Librarian
_____h. Psychologist
_____i. Audio-Visual
_____j. Other (specify) _____

8. How many years have you served in professional education? _____

9. Highest degree held _____

10. Present place of employment _____

District# _____

Please return this questionnaire in the self-addressed, stamped envelope.

Your cooperation is greatly appreciated

D.MacVean:lo
2/87

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